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ABSTRACT

This annotated bibliography cites books, journal articles, policy statements, newspapers, and other publications about education in Pakistan. Most of the citations were published from March to June of 1977. A few citations date from 1975. The bibliography is organized into 27 sections including administration, adult education, curriculum, development of education, educational objectives, elementary and secondary education, higher education, Islamic education, professional education, student problems, teacher education, teaching methods, textbooks, and women's education. For each entry information is presented on author, title, publisher or source, and date of publication. Annotations are included also. (DB)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 11 No. 2, 1977

Period Covered

April-June, 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Compiled for the Office of Education, U.S. Department of Health and Welfare, and the National Science Foundation, Washington, D.C. by Geti Saad.

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMAD, Meer Ali. Niji School Kholney Ki Ijazat (Permission to Open Private School) --- Akhbar-i-Khawateen (Karachi) June 26 - July 1, 1977 (U).

The Government of Sind has allowed the opening of private institutions subject to certain conditions. It has also been made clear that all private schools nationalized so far would not be returned to their previous owners. There is no doubt that in view of the increasing population and importance of education, the present number of institutions in the country is far too low. The decision of the government is, therefore, laudable.

While opening of new institutions, one point should be kept in view, that is, the students and the teachers [illegible] should be provided the same benefits and facilities as are enjoyed by the institutions run by the government. Moreover, strict vigilance should be kept on such institutions by the Education Department, so that the evils of the past are not repeated. Particularly, attention should be paid to the question of tuition fees. The scales of fee should be equal to, if not more than, those charged in government institutions.

2. AZIZ, Farooq. Secondary Boards --- Pakistan Times (Rawalpindi) April 13, 1977.

The opening of three new boards of secondary education in the Punjab has been in the air for a long time. It is probably a requirement of the new education policy announced in 1972. In pursuance of that policy, a great deal of expansion has taken place in education, but most of it has been haphazard, resulting in a deterioration of academic standards and stifling of thought process.

The main reason for this lop-sided development is that due regard has not been paid to provincial resources. Now that the Government has shifted the emphasis from expansion to consolidation, it is not too late to stop the mushroom growth of academic institutions, and to make up the deficiencies of the existing structures. If, however, new boards have to be created at all, their elected components should be enlarged rather than reduced or eliminated.

3. HASAN, Basheer. Private Schools --- Pakistan Times (Rawalpindi) June 28, 1977.

There is a move to allow opening of private schools on a selective basis. Private institutions will help in two ways. First, they will concentrate on the drive toward universal education. Secondly, the private institutions will help in the involvement of the people. Early universalization of education in our circumstances is a revolutionary objective, and revolution means mass participation. There would be a third subsidiary gain also if private institutions are able to set new examples of performance for the nationalized sector. The permission to private institutions must be conditional that any proven departure from prescribed rules would make them liable to nationalization.

4. HASHMI, Kaukab Jameel. Ek Aham Ta'aleemi Mas'ala (An Important Educational Problem) --- Jang (Rawalpindi) April 15, 1977 (U).

Numerous steps are being taken for the promotion of education and the provision of facilities to those who wish to eradicate the curse of illiteracy from the country. But there do exist some problems that need to be solved immediately. One such problem is the lack of regular evening classes for the benefit of the employees in the government offices and national institutions. Majority of such employees cannot afford to bear the expenditure of education from the elementary classes to graduation. So, most of them give up studies after matric and seek employment to earn their livelihood. However, they are none the less desirous of continuing their studies if opportunity offers itself. In view of this, the opening of evening classes in government institutions has become a pressing need.

5. HASSAN, Abdul. The 'Remote Control' --- Khyber Mail (Peshawar) May 20, 1977.

The scheme of nationalization of education which first meant only for the Cantonment Board Educational Institutions with a view to ameliorating the financial conditions of the teachers. But for certain reasons and due to the machinations of certain vested interest, the scheme was enlarged to cover all educational institution in the country. This take over by the Federal Government came into effect from 1.6.1975.

A separate Directorate of Education was established in Islamabad to administer the institutions, which were scattered all over the country. It is obviously impossible to administer these institutions through remote control from Islamabad. Thus, the working efficiency of these institutions began to deteriorate fast, and the standard of education took a deep plunge. The Federal Government should reconsider the situation and restore the responsibility of administering these institutions to the respective provincial governments.

6. MAHMOOD, M. Usman. Education Policy --- Sun (Karachi) April 20, 1977.

Pakistan is a poor country in so far as its natural resources are concerned. But it is rich in the manpower. The Federal Government, should freely allow admission to everyone desirous of taking up medicine, engineering, technical, and agricultural professions. At present, the students, after spending 4-5 years in studying the subject of their choice, are deprived of admission to the institution at one pretext or another. Thus, a considerable number of meritorious students are deprived of the career that would be profitable to both the individual and the country.

It is imperative that: 1) The quota system should be immediately abolished and all students desirous of preparing themselves for these professions should be given admission irrespective of cast and creed, division and domicile. 2) Sufficient provision should be made in the budget for establishing additional engineering, medical, technical, and agricultural institutions. 3) The institutions be spread all over the country in proportion to the population and requirements of the various regions and localities.

7. QURESHI, Zaheer Ahmad. Niji Ta'aleemi Idaron Ka Qiyaam (Establishment of Private Educational Institutions) --- June 25, 1977 (π).

The Government of Sind has allowed the opening of private schools in the province. According to a report, the Government of Sind is also examining the feasibility of returning such institutions to their old owners which had good reputation before nationalization. The Government of Punjab should also follow this example and take positive decision to allow the opening of private institutions in the province.

The establishment of private institutions will solve a lot of problems that the parents and the students are now experiencing. The number of government-owned schools is very small. As a result, every year parents and students face tremendous difficulties in connection with admissions. The establishment of private schools will not only solve many educational problems but will also improve the standard of education by creating competition. The Government should look into this suggestion without any loss of time.

8. SAAD, Ismail. Dealing with Students and Maintenance of Discipline --- The Varsities (Karachi) 2(2): 34-38. March-April, 1977.

Dealing with a person means an inter-action of human relationship. This is true also in the case of teacher and student. The venue of this particular relationship is an educational institution. The inter-action also occurs between the different people who populate the educational institution, but the most basic and fundamental inter-action is that between the teacher and the student. All other realtionships are subservient to it.

The subject is discussed in some detail under the headings: 1) essential unit; 2) special human relationship; 3) affection; 4) fruitful exchanges; 5) note of warning; 6) two social attitudes; 7) role of a model; 8) difficult period of life; 9) discipline; and 10) administrative aspect.

ADULT EDUCATION

9. AKHTAR, Javed. Ta'aleem-i-Balighan (Adult Education) --- Nawai Waqt (Rawalpindi) June 3, 1977 (U).

Nobody can deny the need and importance of adult education in a country like Pakistan, where the percentage of literacy is lamentably low. Seventy-five per cent of our population lives in villages. The adults here are mainly engaged in either toiling on the soil or working in some sort of cottage industries. Ninty-nine per cent of them do not know how to read and write.

Our previous governments made some efforts in this regard, but no tangible results were achieved. Many ambitious plans were formulated but without any results. What is required now

is to set up small institutions in every village and make arrangements for educating the adults in their leisure hours.

The villagers are usually free before the sunset. If they are pursuaded to devote one or two hours every evening to reading and writing, the results would be amazing.

Primary teachers should be put to this job. To make the job lucrative, they should be paid handsomely. Books and stationery should also be distributed free of cost among the adults. Charts and maps should be used while teaching the adults. This method will consume less time for educating the adults in the villages.

10. ZAMAN, S.M. Mass Literacy and Adult Education - People's Open University Programs --- The Varsities (Karachi) 2(2): 11-13. March-April, 1977.

An important problem for a developing country is that of coping with the information explosion on one side, and the population explosion on the other. Ignorance and poverty go hand in hand, and the situation is becomming critical by the additional burden of millions of new people to feed, clothe, house, and educate every year. A number of surveys have been conducted in recent years with regard to the questions of education and development. It is discussed how far education helps in national development. The early thinking of UNESCO on the subject of literacy is traced, and it is shown how it views this question at present.

The concept of basic literacy and adult education is defined. It is also pointed out that if we wish to keep up with the world, we shall have to take cognizance of the flood of knowledge pouring from the developed nations. We cannot wait for our entire population to become literate to take benefit of this vast new knowledge. Hence the two-way fight both extensive and intensive. The People's Open University employs both strategies. Some details are presented about the type of education that this university is imparting.

CURRICULUM

11. ALMAS, Sajeda. Fine Art Ki Ta'aleem (Teaching of Fine Arts) Akhbar-i-Jahan (Karachi) June 8-14, 1977 (U).

Nobody can deny the importance of the fine arts in modern age. Educationists of the country have included this subject in

every school, in order that both male and female students who have the liking for it can master this subject. But unfortunately this subject is completely ignored in our colleges. When the students enter the colleges, they are disappointed to see that there is no provision for teaching fine arts in these institutions.

There is only one college of Fine Arts in Lahore, as National College of Arts. It is not possible for the students coming from the far-flung areas of the country to attend this college. It is, therefore, suggested that the subject should be introduced in all colleges of the country.

12. SIDDIQI, Atiqur Rahman. Nisab-i-Ta'aleem Ka Scientific Tajzia (Scientific Analysis of Curriculum) --- Jang (Rawalpindi) April 8, 1977 (U).

In order to judge the results of the new educational policy, the Director of Agro-Technical Cell of the Department of Education, NWFP, held an analysis workshop in Abbotabad with the help of UNESCO. The teachers of the Teachers Training School of the province, the Inspection Staff of Education Extension, and the members of the Bureau participated in the workshop. These participants were divided into different groups so that they could study and discuss the various aspects of curriculum and prepare a questionnaire on the subject. The first objective of the questionnaire was to see how far the teachers have adjusted themselves to the new educational policy. The second objective was to find out how far they followed the curriculum. The third objective was to determine the ratio of teachers' creative activities during teaching.

The analysis showed that education was being imparted in primary schools according to the new syllabus, but the teachers lacked the spirit of teaching. What was more revealing was the fact that the teachers appeared to be more active, but the reaction of the students was passive. It is obvious that this method of teaching cannot arouse the creative capabilities of the students. Such workshops, therefore, need to be held in every part of the country to find out the results of the new education policy. This will help correct the mistakes and improve the method of teaching.

DEVELOPMENT OF EDUCATION

13. SAQIB, Mohammad Omair. Education: Promise and Prospect --- Morning News (Karachi), April 9, 1977.

Primary education is the base on which the superstructure of the nation's advanced education rests. Expansion of education is also necessary for the country's progress and for the success of the socio-economic development plans launched by the Government. Of course, the provision of schooling even at the primary stage for all the boys and girls of the relevant age groups is a stupendous task. The Government is resolved to enrol the entire population of male children in primary schools by 1983, and girls by 1987.

To meet the target of universal primary education, it is necessary to construct as many as 95,000 new school buildings. Besides, the Government is also conversant with the fact that in this modern age of science and technology, specialized training in the technical fields is a must. In the field of higher education, the Government wants to see that talent and achievement will be the sole criteria for admission and advancement. For all this, the Government should accelerate its efforts and bring education to the doorstep of every citizen.

EDUCATION GOALS

14. LOBO. Anthony T. The Ideology of Pakistan: Preservation and Propagation through Education --- In: Foundations of Education, 17-24. Karachi, Sind Textbook Board. 1977.

The educational pioneer who prepared the ground for Pakistan is Sir Syed, the founder of Ali Garh Muslim University. He was of the opinion that our education would be complete only when if we had full control over it. At the time when Sir Syed spoke, Pakistan was only a dream. But now that it has become an accepted reality, it stands to reason that its educational system will be preserved, and the ideology behind it will be prop gated.

The term 'ideology' is defined with an explanation of Sir Syed's idea of Islamic ideology as a dynamic force in the education of Muslims. The salient features of Islamic Ideology, which serve as the goals in the educational system of Pakistan, are mentioned. The relevant ideas of Iqbal and Quaid-e-Azam are also discussed in this connection.

15. USMAN, Mohammed. Hamara Nizam-e-Ta'aleem - Chand Ghaur Talab Pehlu (Our Education System - Some Angles for Thought) --- In: Nae Ta'aleemi Taqazay 25-41. Karachi, National Book Foundation. December, 1975 (U).

There are certain common beliefs about education that are repeatedly uttered as the complete truths. The fact that these are complete truths is only half true. Instances are given of such beliefs. A number of causes are assigned for the ills of the present-day education in Pakistan. The real reason of the decline in education in Pakistan is that we have dismally failed to produce any education 'Expert' worth the name during the last three decades. Attributes of an 'Expert' in education are summarized. Besides education experts, we lack dynamic personalities who can inspire and lead the nation.

The greatest defect in the present-day education is that it gives us knowledge and professional skill, but does not enlighten us on our national identity. The repurcussions of this defect in education are briefly mentioned alongwith certain other defects.

16. USMAN, Mohammad. Nae Ta'aleemi Taqazey (New Educational Demands) --- In: Nae Ta'aleemi Taqazey, 85-108. Karachi, National Book Foundation. December, 1975 (U).

During last twelve years or so, at least three commissions were appointed to recommend reforms in the educational system. However, the reports helped little in solving the problems. In fact, during the last four or five years the situation has taken a turn for the worst. A completely new and comprehensive survey needs to be made to reform the education system. We have also to learn from the failures of our past efforts.

The question is why all these commissions failed so badly. Perhaps the main reason is that our educational system lacks any clear-cut concept of our national life and its present and future needs. We seem to have lost all sense of direction. Apparently, these questions relate to the fields of politics and economics, but ultimately they have their roots in our system of education.

No effective education system is possible without some predetermined objectives. The national objectives of education in Pakistan are discussed in detail under the heads:

1) Islam, 2) democracy, 3) economic justice, and
4) education and national reconstruction.

17. USMAN, Mohammad. Pakistan Aur Hamari Ta'aleem (Pakistan and Our Education) --- In: Nae Ta'aleemi Taqazay, 1-14. Karachi, National Book Foundation. December 1975 (U).

The background of the ideology of Pakistan is traced with reference to the roles of Sir Syed, Dr. Iqbal, and Quaid-e-Azam Jinnah. It is pointed out that Pakistan is an ideological state, and that an ideological state can exist only if its ideology is preserved and guarded.

So far as education is concerned, it plays a definite role in preserving and guarding the ideology of country. The propagation of ideology plays a dominant part in the educational system of an ideological state. The teachers have to go through special course in training schools in the ideology of the state so that they can pass on this knowledge to their pupils.

But in Pakistan, which is an ideological state, the educational system does not provide for such teaching. Suggestions are made for the effective teaching of the ideology of Pakistan in the educational institutions.

EDUCATION PLANNING

18. ALI, Sher. Realistic Planning --- Dawn (Karachi) May 9, 1977.

Pakistan belongs to the category of the poorest countries with one of the lowest per capita incomes and the lowest outlays on education in the world. Lack of resources has already compelled the country's education planners to revise their strategies and down their targets during the last four years. For example, the targets of universalization of education up to Class V for boys by 1979, and for girls by 1984 have been extended to 1983 and 1987 respectively. In these circumstances, realistic planning is essential for achieving balanced growth in primary, secondary, higher, and post-graduate sectors of education.

19. HUSAIN, Sabir. Nai Nasl Aur Ta'aleemi Mustaqbil (New Generation and the Future of Education) --- Imroz (Lahore) April 28, 1977 (U).

A special educational program should be started from radio and television to make the new generation more interested in education. During vacations the program should be broadcast, for two hours, each morning. When the institutions reopen after vacations, its duration should be reduced to one hour each afternoon. Special emphasis should be laid on the teaching of comparitively difficult subjects, like science. If this experiment succeeds, it should be made a permanent routine. This will be of great help for the offspring of the poor parents who cannot afford to engage private tutors for their wards.

Daily newspapers should also reserve a page for the subject of education once a week. Attention should also be paid to weed out irregularities in the conduct of examinations. The use of unfair means is rampant throughout the country. By way of experiment every institution should be declared an examination center for its own students, and the chief invegilator should be appointed from among the heads of the same institution.

20. KHAN, M. A. Azim. Our Educational Needs. --- Khyber Mail (Peshawar) April 2, 1977.

To give our educational system the required bias, a sustained endeavour will have to be made for the advancement of Islamic and oriental studies in our institutions. We shall have to remove the cobwebs of ambiguity and dogma that have accumulated during the past so many centuries. In addition to the labor involved, the task will require great patience on our part, because in the early stages it is likely to generate a good deal of heat in certain quarters where dogmatism and superstitions persist.

So much for the general concept of education demanded by our peculiar ideological and other requirements. Within the overall framework of this concept, provision has to be made for meeting special needs such as vocational and technical training, courses of business and public administration, etc. These have to be accorded their due place in the overall system of education. We require an increasingly greater number of technically and professionally qualified people.

21. KHURSHID, Abdus Salam. Ta'aleemi Zia (Educational Wastage) --- Mashriq (Lahore) June 5, 1977 (U).

Since, for one reason or another educational institutions remain closed for most of the time during an academic year, we should adopt the idea of 'Open University' and examine how far it can serve our educational purposes. We should so arrange the affairs that during the college vacations the students continue their studies at home, and the teachers of different departments of colleges and universities regularly prepare lessons and send their copies every week, by post, to the students.

We can also utilize radio, T.V., and newspapers for this purpose. This arrangement will not, of course, replace the personal relationship between the teacher and the taught, yet it has its own value, as an experiment. This is all the more necessary, because our educational institutions remain closed for a good long time of an academic year. The students, if thus engaged will be able to remain in touch with their lessons and other educational activities.

22. USMAN, Mohammad. Ta'aleem Ki Nai Mansuba Bandi (New Planning of Education) --- In: Nae Ta'aleemi Taqazey, 146-158. Karachi, National Book Foundation. December, 1975 (U).

During the last three years or so serious efforts have been made to mould a new pattern, of education and a number of reforms have been introduced for the purpose. It is gratifying to see that doors for further improvement have not been shut, and this open mind attitude will definitely remove other obstacles lying in the way of healthy education in the country. The biggest problem is that of teachers.

It is pointed out that for sound education good teachers are a must. In this connection we should first encourage able, devoted, intelligent and hard wording teachers and then provide necessary facilities for their proper training. The writer has proposed the establishment of an education academy for the improvement of teacher education. The scheme is briefly discussed. The writer also discusses three important features of the new education policy, namely, University Grants Commission, People's Open University, and Provincial and National Education Councils.

23. USMAN, Mohammad. Ta'aleem Mein Qiyadat Ka Masala (Problem of Leadership in Education) --- In: Nae Ta'aleemi Taqazey, 128-135. Karachi, National Book Foundation. December, 1975 (U).

One of the basic problems in education is the lack of leadership in the field. Good leadership is an asset in any field, and its absence always spell ruin to all pious schemes. The problem of leadership in education is all the more important, because it is education that produces leadership in all other fields. One can well imagin how the lack of good leadership in education is affecting us in other walks of life.

A number of educational reforms were introduced, but without success. The latest ones are expected to meet some success provided the problem of lack of leadership in education is solved. It is unfortunate that we never gave serious attention to this important aspect of education. There is a discussion of the ways in which the qualities of leadership in the field of education are assessed in developed countries. The promotion system in Pakistan also comes under criticism.

EDUCATION REFORMS

24. FAROOQI, Serajuddin. Crisis in Education --- Dawn (Karachi) May 29, 1977.

The hope pinned on the nationalization of schools has proved false. There is no doubt that our educational system needed radical overhauling , and that the underlying objectives of the education policy of 1972 are basically sound. But the methods adopted to achieve the ends, especially the exclusion of private and well-meaning individuals from the field of education, are deplorable.

The Government should, therefore, undertake serious reassessment of the educational program, particularly its policy of nationalization of schools. By excluding private initiative and enterprise from the field of education, the Government has deprived society of the dedicated and altruistic service to the cause of education from private bodies and missionaries. It is, therefore, imperative to provide some degree of competition and to allow the law of natural selection freer play in the interests of higher educational standards.

25. KAUKAB, Rashid. Ta'aleemi Islahaat (Educational Reforms) --- Imroz (Lahore), May 6, 1977 (U).

The syllabus for educational institutions should be so prepared as to cover the main aspects of the daily life of an individual with its problems and their solution. In short, it should turn out such individuals as would fulfil the needs of the country. Our country would be needing technical hands in greater numbers during the next few years. The present syllabus of course, meets our requirements for technical and vocational education.

It is heartening to see that the number of students is rising every year. However, it is disquieting that the number of trained teachers is not increasing proportionately.

It is incumbent on all teachers to keep adding to their store of knowledge during their entire career.

26. NASRULLAH, Nusrat. Our Education System --- Morning News (Karachi) May 28, 1977.

Pakistan is one of the countries in the developing world that are trying to adopt their system of education to the requirements of the present day world. The present education policy, introduced in 1972, aims at achieving its objectives by the year 1980. Efforts have been made to introduce a just, fair, and objective system of examination. School curricula have been revised, and vital infra-structure has been created at the university level, so as to streamline higher education and to coordinate programs. The desired results, however, have not yet been achieved, nor are likely to be achieved in the near future. The reason is that the education policy of 1972 could not be followed in letter and spirit.

27. SAEED, Sami. Framing of Education Policy --- Pakistan Times (Rawalpindi) June 22, 1977.

There is no gain saying the fact that the framing of education policy should be in the hands of educationists. Education to be meaningful, should embody the ideals and aspirations of the younger generation. The teachers, who are in constant touch with young students, are fully alive to their needs and aspirations. As a part of the educational system, the examination pattern should be oriented to the overall education layout. It is implausible and irrational to transplant a foreign evaluation pattern without overhauling the whole

educational setup.

28. SALEEM, Mohammad. Nizam-i-Ta'aleem Mein Bunyadi Tabdeelion Ki Zaroorat (Need for Basic Changes in the System of Education) --- Nawai Waqt (Rawalpindi) June 27, 1977 (U).

The present system of education needs thorough changes. This system has exposed the students to corruption. They know that they will get through the examinations with the help of unfair means. The present curricula are such that the students do not have to labor much. They just take the help of guide books that are readily available in the market, and then memorize them.

The curricula, should be changed, and the system of examinations, too, should be modified. More emphasis should be given to science and technological subjects alongwith Islamiyaat. In the present circumstances, teaching of science and technology is a must. The change over to Urdu as a medium of instruction in primary and secondary schools needs immediate attention by the authorities.

29. USMAN, Mohammad. Ta'aleem Qaumi Tehveel Mein (Nationalization of Education) --- In: Nae Ta'aleemi Taqazey, 136-145. Karachi, National Book Foundation. December, 1975 (U).

The writer critically examines the concept of freedom in education in the West and shows how the same concept was abused in practice in this country before the inception of the nationalization scheme. Educational institutions here were no better than commercial concerns with education as their stock-in-trade. Good education requires satisfied teachers, and where teachers have no peace of mind because of economic worries and uncertainity of job, they cannot be expected to give good education to the students.

Education is a creative process, and this creation requires a happy dignified teacher, with congenial working conditions. This is not possible in a commercial concern. We know by experience that these commercial concerns had all but destroyed education. This was the point when the government stepped in and took over all private schools and colleges.

The writer justifies this nationalization on a number of other grounds, which are briefly mentioned.

ELEMENTARY AND SECONDARY EDUCATION

30. ANWAR, Nasir. Ibtedai Ta'aleem (Primary Education) --- Mashriq (Lahore) May 31, 1977 (U).

In connection with the system of primary education in our country, the fact that majority of students do not proceed beyond primary or middle school, education needs to be carefully studied and analyzed. Some of the students, however, read up to the matric, but are then forced to give up their education. We see that the number of students in primary schools touches almost hundreds of thousand, but falls steeply at the level of high schools and colleges. If education is to be made meaningful and purposeful, primary education needs to be given greater importance.

The authorities should also try to pinpoint the cause of drop-outs after primary education. It is unfortunate that primary education is neglected throughout the country. The syllabus for primary education is prepared unscientifically, and the teachers who are employed are mostly untrained and low paid.

31. KHAN, Rab Nawaz. Primary Ta'aleem (Primary Education) --- Mashriq (Lahore) May 20, 1977 (U).

Primary education which is the corner stone of the students mental growth has never been given the attention it deserves. The syllabus that has been devised lacks imagination, and the teachers who are employed to impart these lessons are untrained.

The untrained teachers are quite ignorant of the art of child-education and child psychology. They attend the classrooms and teach the students just what is written in the textbooks. They do not even explain the lessons. The result is that the students fail to grasp what is read out to them from the textbooks. In this respect the rural areas are the worst sufferers. The few primary schools that do exist there are not worth their name. These schools lack even the basic facilities. When the parents see the deplorable conditions prevailing in the primary schools, they prefer, instead, to send their children to the fields.

32. LOBO, Anthony T. The Aims of Primary Education --- In: Foundations of Education, 25-35. Karachi, Sind Textbook Board. 1977.

The aim of education is the all-round development of man's personality. It remains to be seen what specific aims can be deprived from this main aim. The subject is briefly discussed.

While specifying the aims of primary education for the children of classes I to V, we can explain them under their cognitive, affective, and sensory-motor aspects, and give their individual, social, cultural, and international dimensions in each case.

It would be convenient to divide the period of primary on the basis of child psychology into two parts: classes I and II, covering the early period of schooling, and classes III to V. These have been listed by the National Bureau of Curriculum and Textbooks in the draft of the "Goals and Aims of Education" and have been reproduced here.

33. NAQVI, Ali Ahmad. Murree Schools --- Pakistan Times (Rawalpindi) April 19, 1977.

In Murree, there are three mission public schools, which since pre-independence days, have come to be regarded among the best educational institutions in the country, and to which affluent parents from Khyber to Karachi aspire to send their children. However, some of the policies of these schools, particularly in respect of the selection procedure for admission, the courses taught to the students, and their general social grooming are not in conformity with our national aspirations. The students here are hardly taught anything about their own history, literature, and culture. The main emphasis is on English language and literature. Something ought to be done to make these schools pay more regard to our national requirements.

34. USMAN, Mohammad. Ibtedai Madrason Mein Nazariyati Tarbiyat (Ideological Training in Primary Classes) --- In: Nae Ta'aleemi Taqazey, 59-70. Karachi, National Book Foundation. December, 1975 (U).

It is necessary for an ideological state that its new generation grows up in full awareness of the basic ideology of the state. Unfortunately, the educational system in Pakistan has even remained incapable of imparting to the young generations true knowledge of the ideology of Pakistan.

There is a discussion of the ways of teaching the ideology of the country in primary classes. There are three ways: 1) through the subject of Islamic studies, 2) through the syllabus of Urdu language, and 3) through the reference to the subject of social studies. How much ideological knowledge is imparted through these three ways is briefly discussed. The syllabus of teacher training lacks proper emphasis on the teaching of the ideology of Pakistan. This defect in teacher education is reflected in their performance when they teach in school.

HIGHER EDUCATION

35. AHMAD, Sami. Higher Education --- Dawn (Karachi) May 23, 1977.

It is understood that the Government is taking steps to provide higher education to 5,000 students per million of population and thus to produce highly educated manpower to meet the country's needs. The question is whether: Has the University Grants Commission ever thought of "discovering" already available trained manpower instead of going in for a long-range plan to produce the highly qualified personnel? Take for example the US method of evaluating a candidate's ability by his work experience, degrees, diplomas and personal qualifications, and then equating them with a higher degree, if the candidate does not have one. A person with nearly twenty years' experience with post-graduate degrees or diplomas will be far better than a fresh M.A. in a professional field. Fresh M.A. in Library Science with no work or teaching experience are appointed as Lecturers. Similar is the case with the newly established courses setup by the Board of Education, Karachi, where the librarians with six months' work experience are teaching the subject in the first year of Higher Secondary Certificate Classes. The Chairman of the University Grants Commission should examine this kind of recruitment and delegate responsibility to the National Academy of Higher Education, Islamabad for collecting the data of such manpower already available in the country.

36. HAMID, Abdul. Higher Education in Pakistan --- The Varsities (Karachi) 2(2): 3-10. March-April, 1977.

The system of higher education in Pakistan was imported from Britian. It did not grow out of our national experience. This education was unrelated to the cultural patterns of the

land as well as to the economic requirements of its people. It lacked the essentials of genuine education. The number of eminent philosophers, scientists, and outstanding thinkers produced by this education is very small indeed.

The present picture of the higher education in Pakistan is presented under the heads: 1) uncertain foundations; 2) steady increase; 3) university autonomy; 4) budget; 5) the University Grants Commission; 6) short supply; 7) major responsibility; 8) specific schedule; 9) research; 10) national language; 11) student power; 12) grievances; 13) semester system; 14) stewardship; and 15) radical changes. It is concluded that the dangers of our educational deficiencies have been generally realized, and that education is too important to be left to the professional educationalists alone.

37. KHAN, Nawab Allah Nawaz. Gomal University --- The Varsities (Karachi) 2(3): 20-25. May-June, 1977.

The Gomal University was founded in Dera Ismail Khan in May, 1974. This new center of knowledge in N.W.F.P. has a fifty-year history, In 1922, the people of the area first demanded the establishment of a university. The dream came true in May 1974 when the foundation stone was laid.

Brief mention is made of the backwardness of the area and the measures taken in connection with the establishment of the university. The course of progress of the University is traced under the headings: 1) suitable site; 2) teaching departments; 3) system of examination; 4) teaching staff; 5) construction program; 6) facilities for students; 7) finances; 8) benefits; and 9) future development program.

38. SHAKIR, Mohammad. The University of Baluchistan --- Varsities (Karachi) 2(2): 30-33. March-April, 1977.

The province of Baluchistan is an underdeveloped province of Pakistan. It is the biggest province, but it is most thinly populated and widely scattered. The university of Baluchistan was established by an ordinance in 1970. The aims and objects of the University of Baluchistan were determined in the particular context and the growing development needs of the region. The major objectives of the university are: 1) development of human resources through education and

training; 2) creation, accumulation, and dissemination of knowledge; and 3) improvement of living standard of the society through extension and community services.

The details of the faculties and departments, library, co-curricular activities, seminars, and conferences are provided.

39. ZAHID, Hasan Zeb. Ideal Education --- Khyber Mail (Peshawar) April 14, 1977.

It is, indeed, a pity that Pakistani universities are concerned more with giving academic education to the students rather than with fulfilling their cultural, intellectual, and moral needs and demands. All that is expected of a student in our country is his ability to get through the examination by hook or by crook. Nothing more than the attainment of an academic degree is the supreme ambition of an average Pakistani student.

So far, the Pakistani universities have almost exclusively devoted themselves to the preparing of students for academic examinations, and to a smaller extent, to the carrying on some of research. Such training of character, as has been attempted, has been largely through the organization of clubs and societies for games and sports. The students, especially the university graduates, in Pakistan will have to play the most vital role. They have to re-build the entire social, economic, cultural, and political superstructure of the country. Our academic institutions must not be content with the mere conducting of artificial test of the students' ability and granting them degrees and diplomas.

HISTORY OF EDUCATION

40. MAJID, Sikander. Ta'aleemi Mea'ar (Standard of Education) --- Imroz (Lahore) May 13, 1977 (U).

A number of factors have contributed to the deterioration in the standard of education. Some of these are: lax discipline in our institutions, use of unfair means in examinations, and lack of respect and regard for the teachers. The responsibility for this lies on all alike - the students, the teachers, the system of education, and the society as a whole.

So far as the students are concerned, it has been observed that they waste their time in extra- curricular activities. They

confine their studies only to guide papers, test papers, and other predigested matter for the purpose of examinations. Teachers could also be held responsible for the deterioration in education. Unfortunately, we have a good number of teachers who are not interested in teaching. Their sole aim is to earn money. This trend has greatly disturbed the teacher-student relationship in our teaching institutions.

ISLAMIC EDUCATION

41. LOBO, Anthony T. The Islamic Concept of Education --- In: Foundations of Education, 11-16. Karachi, Sind Textbook Board. 1977.

The very first word of the Holy Quran that was revealed is 'read'. This shows the strongest bias in Islam in favour of education. The different verses of the Holy Quran and the sayings of the Prophet that glorify the acquisition of knowledge are referred to. After Hijira, the Prophet's mosque constructed at Medina served as the first Muslim school. A prisoner of war could pay his ransom by teaching ten Muslim children of Medina. Education of women was considered very important, and the Prophet entrusted this duty to his wives.

Educational values in Islam are derived from the divine attributes. Mention is made of some divine attributes that underline education. Ghazali's explanation of Islamic education is briefly discussed. It enumerates the duties of a good student and a good teacher.

42. MUSADDIQ, Mohammad. Islami Nisab-i-Ta'aleem Ka Ahaiya (Revival of Islamic Curricula) --- Nawai Waqt (Rawalpindi) May 23, 1977 (U).

At the moment, the textbooks that are being taught in primary and higher secondary schools and even in the universities of Pakistan have nothing to do with the Islamic teaching. The introduction of one or two books in schools does not mean that the students are being equipped with the Islamic principles and traditions. Time and again, the attention of the authorities was drawn to the need for making the syllabus truly Islamic. But nothing was done. The result is that the students know very little of their religion. The educationists and the Education Department should, therefore, pay immediate attention to this need and revise the curricula to make them

more Islamic and Islam-oriented. This will, to a great extent, help in eradicating the evils that have crept into the lives of our students.

43. USMAN, Mohammad. Tasawwur-e-Ta'aleem Quran Ki Roshni Mein (Educational Concept in the Eyes of Quran) --- In: Nae Ta'aleemi Taqazay, 15-24. Karachi, National Book Foundation. December 1975 (U).

Quranic instruction may be divided into two types. The first is definitive and relates to what may be called the Islamic commandments or the 'do's'. These are absolute and inevitable. The second type of instruction relates to the mundane side of man's life and its changing needs with the changing times. It mainly consists of guiding principles and admits of analogy and interpretation. These two types, when moulded into one whole, may be called the Quranic system of education.

As far as education is concerned there are two parts, for one part detailed instructions are provided and for the other part only direction is given and we have to use our own sense and needs and requirementw according to time. It is briefly pointed out how these two parts are moulded into one system which can be called education according to the Holy Quran.

The difference between international knowledge and knowledge of our own culture, traditions, and values is pointed out. In one case we follow all the new changes and attitudes and in other we turn to our own treasure.

LANGUAGES, TEACHING OF

44. KHOKAR, Khalid Mahmood. Talaba Aur Angrezi (Students and English) --- Imroz (Lahore) April, 8, 1977 (U).

It is regretted that the students are losing interest in English. Eighty percent of them fail in this subject. English, being an international language, requires special attention and interest, but it is painful to see that not even moderate attention is being paid to the teaching of this language in primary stages. The teachers do not care to teach even elementary grammar to the students. Nothing is more absurd than trying to teach a language without teaching its grammar.

The large percentage of students failing in English clearly shows that both the students and the teachers are neglecting their duties. It has been observed that teachers pay attention to the teaching of grammar neither at the school level nor at the college level.

45. USMAN, Mohammad. Urdu Ki Nisabi Kutub: Tartceb-o-Intekhaab Kay Kutch Nae Taqazey (Urdu Textbooks: New Demands of Selection and Arrangements) --- In: Nae Ta'aleemi Taqazey, 71-84. Karachi, National Book Foundation. December, 1975 (U).

First we have to determine the objectives of Urdu teaching from classes I to XII. In fact, the objectives of the teaching of national language are same everywhere. All developed and developing countries are striving to teach national language and its literature to the new generation. However, we have to keep in mind that our objectives are not the same as of the other independent nations, because ours is a system that has been with us from the days we were not independent.

The Urdu syllabus we used to study before independence has been retained with little or no modifications, and this fact requires our attention. It is made out with concrete examples how the syllabus of Urdu language is not in harmony with the present-day demands and desired objectives. Various changes are recommended, so that the new generation may take keener interest in the national language which is fast becomming alien among its own people.

46. ZAHID, Hasan Zeb. Replacing the English Language --- Khyber Mail (Peshawar) May 4, 1977.

Thanks to the changed circumstances, the significance of English language has declined considerably. Almost all the universities have made the study of Urdu compulsory at Primary and secondary levels. In certain universities, this language has been made a compulsory part of the curriculum, and now one can become a graduate without knowing much of English.

Majority of our students consider the English language as their "enemy No.1" and hate to use it in reading or writing. The poor and discouraging results of the various Boards and Universities show that the language can no more fulfil the aspirations of our students. Nobody can deny the

fact that it is in consistant with our national pride to retain this foreign language as the 'lingua franca' even after the exit of the British rulers. It is not, however, suggested that English should be totally ignored. We are badly in need of technical and scientific education for the implementation of our development plans. For this developmental work we want scientists and technicians in large numbers. This is enough to vindicate the imperative need of retaining the language in higher branches of knowledge, particularly scientific and technical.

MEDICAL EDUCATION

47. NASRULLAH, Nusrat. Of Pre-medical Students --- Morning News (Karachi) May 14, 1977.

A report on the survey of the causes of failure of undergraduate medical students was prepared in the late sixities. The report was exhaustive and contained a mass of important facts. It observed that majority of students did not favor a change in the English medium of instruction. Countries that have switched over to their national languages for teaching medicine have reduced the chances of doctors' employment and study in foreign countries. In the high-level conference held last year on the problem of higher education, it was stressed that the number of annual admissions, should be reduced and that our medical education should be reorientated to the specific requirements of a poor country like Pakistan. But the question is how to keep admission down while the flood of first divisioners is rising every year. The Government should announce radical changes in medical education in the country.

PHILOSOPHY OF EDUCATION

48. ANSARI, M.A. Philosophy of Education --- The Varsities (Karachi) 2(3): 18-19. May-June, 1977.

We need not be scared of philosophy today. It does not take us to the realm of pure speculation. It uses tools of observation, experimentation and reason. It coordinates and integrates scientific data and opens the channels of communication between one field and another. Philosophy is thus a happy synthesis. balancing together the analytical methods of science.

The concept of education is also briefly explained with reference to the ideas of the great thinkers, like Aldous Huxley, Allama Kazi, and Allama Iqbal. Special mention is made of the philosophical interpretation of education in Islam.

PROFESSIONAL EDUCATION

49. RAHMAN, Abdul. Improving Law Education --- Morning News (Karachi) May 30, 1977.

Education authorities seem to have taken note of the fact that the standard of education in law colleges is fast deteriorating. One way of arresting the rot and improving the standard of law education is to introduce the semester system in all law colleges. This will yield good results and rise the standard of law education. It would be better if the law college authorities, abolish the proxy system. Law college teachers with 12 to 15 years standing and experience at the Bar should be employed on a full-time basis. There is no dearth of highly qualified and experienced advocates in the country.

PSYCHOLOGY

50. LOBO, Anthony T. Child Development in General --- In: Foundations of Education, 36-61, Karachi, Sind Textbook Board, 1977.

The article explains why teachers should study the development of a child's psychology. It helps them in their work with children. A superficial acquaintance of a child's behavior is not enough. What is required

is the direct study of children, both as individuals and in groups. For this, one must try to be like a child, to see things as a child sees them, and to correctly read his mind. The study of child psychology helps a teacher in correctly appreciating the thinking of the child.

The writer discusses in some detail the overall development of the child under the headings: 1) physical development; 2) intellectual development; 3) emotional development; 4) social development; and 5) moral development.

51. LOBO, Anthony T. Factors Influencing Learning: Readiness, Intelligence, Motivation, Effective Communication, Feedback, Development of Healthy Study Habits, and Needs and Problems of Individual Children and their Guidance --- In: Foundations of Education, 62-86. Karachi, Sind Textbook Board. 1977.

Learning involves not only the improving of qualities endowed to a person by nature, but also the will and ability to modify the environmental forces. Readiness to learn includes not only hereditary factors like intelligence, but also certain environmental factors like motivation.

The other topics discussed in connection with learning include: 1) readiness; 2) intelligence; 3) motivation; 4) effective communication; 5) feedback; 6) development of healthy study habits; and 7) problems of individual children and their guidance.

SCIENCE EDUCATION

52. KAZI, M.A. Modernization of Science Education in Pakistan --- The Varsities (Karachi) 2(2): 14-19. March-April, 1977.

In developed as well as developing countries there is a mounting awareness of the need for reshaping their educational system so as to make it an effective instrument for social and economic growth. In developing countries there is a widespread demand for a more modernized and uptodate teaching of science. It is

increasingly felt that the opportunity for fuller national development depends on an early growth of scientific and technological manpower. The only way to achieve this objective is to make concerted effort to reform the teaching of science in schools, colleges, and universities.

Pakistan's goal for national development clearly warrants a much higher priority to be assigned to scientific and technical education than has been done in the past. The new education policy envisages a massive shift toward a more purposeful and goal-oriented science and technical education. The subject is discussed in some details under the headings: 1) Social conscience; 2) popularization of science education; 3) curriculum development; 4) science education in schools; 5) spirit of inquiry; 6) science education in colleges; 7) deterioration of standards; 8) teacher training and 9) refresher courses.

STUDENTS' PROBLEMS

53. KIYANI, Khurshid Zaman. Talaba Mein Bechaini (Unrest Among Students) --- Jang, (Rawalpindi), April 8, 1977 (U).

One of the causes of the prevailing unrest among the students is social imbalance and the non-existence of social justice. The students belonging to the poor class are forced to work during the day and study at night. The result is obvious. They try to get through the examination by any means, fair or foul. The number of such students is not small. Their motive is just to obtain a degree or certificate for the sake of employment. Thus, the results of colleges and universities continue to deteriorate.

The resort to unfair means, recommendations, bribery, and dishonesty are rampant. It is indeed unfortunate that in a poor country like Pakistan, education has been neglected. When an intelligent student finds that his classmates obtain better marks by unfair means than he does by fair means, he loses faith in himself and the rest of the world. Unless immediate attention is paid to this aspect of our education, there is little chance of improvement in the standard of teaching and learning.

TEACHER EDUCATION

54. ATEEKULLAH, M. Problem of In-service Teachers. --- Sun (Lahore) May 3, 1977.

The in-service teachers are formally allowed to take higher examination privately to improve their academic and professional

qualifications. A host of B.A./B.Sc./C.T. and other in-service teachers are ready to take higher examinations, but they cannot join a Training College as regular candidates, because many of them are too hard up to afford the required expenses of regular admission to a college.

Private examination and the semester system are not technically self-contradictory. If the permission for private examinations has to be withdrawn anyway, then at least the existing lot of in-service C.T. and other teachers may be given a chance to redeem their stake by taking a higher examination, or else their fate will be sealed for good.

55. ZAIDI, Qamar. Jadid Nisab Aur Asateza Ki Tarbiyat (New Syllabus and Teachers' Training) --- Nawai Waqt (Rawalpindi) May 22, 1977 (U).

In order to make the new syllabus a success, our teachers have to be trained accordingly. At the moment, the difficulty that our institutions are facing is that majority of teachers are not trained. The result is that the students are not being taught properly.

The new syllabus has been introduced, but the mode of teaching has remained unchanged. This is so because the teachers lack the training in the new methods of teaching. A few inevitable changes have been introduced into the existing syllabus, but the system of teaching is the same. What is, therefore, needed now is to change the existing system of teaching. This can be done only if the teachers are properly trained.

TEACHERS

56. ALI, Mohammad Sarwar. Asateza Ka Maqaam (Status of Teachers) --- Akhbar-e-Jahan (Karachi) June 8-14, 1977 (U).

There is no doubt that teachers occupy the most respectful place in society after the parents. But it is also true that most of the teachers in our country are negligent of their duties. The number of such teachers whose integrity cannot be doubted is very low. However, it does not mean that the profession has lost its value.

What is, therefore, needed is to streamline the whole system and appoint only those men and women to these jobs who are honest to their profession and who take pride in serving the nation. They

should be able to analyze the causes of the increasing number of failures and drop-outs. They should also to see to it that the students attend the class as regularly and learn their lessons.

The present situation is not at all pomising. The rate of failures is mounting every year; the use of unfair means in examinations is increasing, and the behavior of students towards their teachers is becoming anything but decent.

57. ALI, Sarwat. Senior Teachers. --- Pakistan Times (Rawalpindi) April 25, 1977.

The cader hit hardest after the intoroduction of the National Pay-Scales is the college cader of the Education Department of Punjab. It is true that junior teachers and fresh entrants have their salaries more than doubled, if not tripled.

The senior teachers in the cader have, however, been deprived of whatever chances they had of promotion to senior posts. There are teachers with a service of thirty years to their credit, but they are still marking time on the maximum of Grade 19 of the National Pay-Scales.

Senior college teachers in the Punjab, have not been given a fair deal. There is yet another anomaly. Two or three very senior college teachers who were teaching post-graduate classes all their lives, were fixed in Grade 19. They are still in the same grade, whereas their junior colleagues have had their salaries tripled.

58. ATEEKULLAH, M. National Pay Scale 17 and Teachers. --- Sun (Lahore) June 2, 1977.

The recent pay rise is most welcome, but strangely enough it has stopped short of scale 17 altogether in the matter of teaching allowance. The 17th scale college teachers are already enjoying the benefit of five increments, and the whole lot of school teachers up to the 16th scale has been given teaching allowance. But the 17th-scale teachers posted as subject specialists in training college, the headmasters of high schools, the deputy district education officers, the assistant directors and the technical officers whose posts are interchangeable, have been given neither the five increments, nor the teaching allowance.

59. LOBO, Antheny T. Personal Qualities of a Teacher. --- In: Foundations of Education, 87-94, Karachi, Sing Textbook Board, 1977.

A teacher enjoys a very high position in our society. He should strive to be worthy of it. He can do it by cultivating several personal and professional qualities. He has always been held in high esteem by the people in the East.

There are a number of physical and psychological qualities that make a good teacher. These qualities, though all important, come next to moral virtues. It is the latter ones that shape the spirit of the teacher, and build up the moral character of a school. These qualities are honesty, loyalty, hard work, courage, prudence, justice, moderation, faith, hope and love.

60. LOBO, Antheny T. Professional Qualities and Responsibilities. --- In: Foundations of Education, 95-98. Karachi, Sind Textbook Board, 1977.

A teacher can build his character and develop his understanding of professional duties only when he has a strict code of conduct to abide by. This code of conduct should be so drawn as to reinforce his belief in the dignity of man. It should reaffirm his belief in truth and encourage scholarship. It should guarantee the protection of freedom to learn and to teach, and insure equal educational opportunities to all.

Generally, a teacher's professional qualities and responsibilities cover four areas of a teacher's relationship: 1) to his students, (2) to the community, 3) to the teaching profession and 4) to his employers. All these four areas of relationship are discussed in brief.

61. LOBO, Antheny T. Relationship of the Teacher with Students, the Headmaster, Other Teachers and Parents. --- In: Foundations of Education, 99-102, Karachi, Sind Textbook Board, 1977.

A teacher must be a specialist in children's psychology and must know how they develop mentally. Acceptance of each child with all his individual characteristics is the first step toward the understanding of even the most difficult children. There is a welter of theories about children. What an intelligent teacher should do is to form his own ideas about children and assimilate and evaluate new theories in the light of his personal convictions and experiences.

The writer further discusseses a teacher's relations with headmaster and other staff of the school and with parents. He should develop the qualities of working in the school as a team and should cultivate the habit of keeping in touch with the parents of his wards.

62. LOBO, Antheny T. Role of the Teacher in the Community. --- In: Foundations of Education, 103-107. Karachi, Sind Textbook Board, 1977 .

Teachers have been the most respected members of the community from the earliest time. It was not long ago that their prestige declined, but today the trend has reversed, and they are rewarded with money, or power, or title. Now a teacher has a wide role to play. Since the chold grows up in a community, he inherits a wealth of traditions and cultural values, and the teacher should help him to understand the society in which the child lives. The teacher should teach him to become a useful member of the society by learning what it expects of him as a future citizen.

There is a discussion of the subjects a teacher should teach a child to enable him to live in community. It is pointed out that extra-curricular methods are very useful for teaching a child how to understand other people.

63. QURESHI, Abdul Qayum. The New College Teacher. --- The Varsities (Karachi) 2(3): 13-17, May-June, 1977.

The new education policy envisages creation of 100,000 seats in the institutions of higher education by 1980. This gives an idea of the future trends in college education as well as the job opportunities and promotion prespects that this expansion will open up for the new college teacher. It is therefore up to the young college teacher to bring fresh ideas to bear upon the method of teaching and to determine the level and quality of education for the next generation.

The requirements and the role of good college teacher are discussed under the headings: 1) growing concern for good teaching; 2) lectures and discussions; 3) different results; 4) size of class; 5) tutorials; 6) students' reaction; 7) experts; 8) curriculum; 9) memory; 10) what students look for; 11) technical aids; and 12) education and culture.

64. QURESHI, Junaid Iqbal. Student Discipline. --- Pakistan Times (Rawalpindi) April 17, 1977.

We have never tried to find out the answer to the question why our students have become so unruly and disrespectful. The question is certainly a fundamental one, and the problem of eroding authority on the campuses can be better understood in the light of a correct answer to this question.

In my considered opinion as a teacher, the only definite reason for indiscipline among the students is traceable to low academic interest and reduced professional zeal among our teachers. The present unrest is nothing but a protest against the ineptitude of teachers. It is well known that love and respect can be won only by qualities of head and heart. But there is no gain saying the fact that those in our teaching trade are, with a few exceptions, bereft of these qualities. They lack dedication and devotion to their calling. They have no deep understanding of their subject. Under these circumstances, the students cannot be expected to nourish feelings of respect for their teachers. It is therefore necessary that the quality of our teachers should be improved. Without recruiting teachers of real caliber to man our educational institutions, we cannot hope to improve the academic atmosphere in our campuses.

65. REHMAN, Habibur. Plight of High School Head Masters --- Khyber Mail (Peshawar) May 29, 1977.

The headmasters have been striving hard for the award of five advance increments ever since the lecturers, doctors and engineers were awarded these increments in 1974. It is high time the authorities accepted the genuine demands of the high school headmasters: 1) They should be awarded five advance increments from the date the same were awarded to the lecturers, doctors and engineers. 2) Forty percent of these should be promoted to grade 18 to 20. 3) House rent allowance at the rate of 30% of pay should be granted indiscriminately. 4) Education Department should be decentralized as envisaged in the National Education Policy and as implemented in the provinces of the Punjab and Sind.

66. SAQIB, Mohammad Omair. The Role of Teachers --- Morning News (Karachi) June 4, 1977.

The decline in the standard of education has long been attributed chiefly to the low emoluments and the poor service

condition of the teachers. Under the humiliating conditions in which a teacher has to work, he cannot be expected to bring into full play his mental and intellectual capabilities in the field of education. Education is an investment industry, and a developing country has to invest heavily in this sector before expecting maximum returns. This is the reason why school and teacher together form one of the largest items on the cost sheet of all developing nations. Primary education is the base on which the whole structure of education planning is built. It is, therefore, imperative that the base should be fully consolidated. For good education, good teachers are required, because they form the pivot of any educational system. Now that the Government is endeavoring to improve the economic conditions of teachers and their social status, the teaching staff should also fulfil their moral and social responsibilities.

TEACHING METHODS AND MEDIA

67. AHMAD, Maqbool. Dunaya Ka Jadid Tareen Tariqa-i-Ta'aleem (Most Modern Method of Teaching of the World) --- Mashriq (Lahore) June 16, 1977 (U).

It has been reported that the most modern syllabus would be introduced by 1981 in all the eighty thousand primary schools of Pakistan. In other words, the students of primary schools will be taught with the help of the most modern aids. For the implementation of this program, cooperation will be sought from the UNICEF.

According to the educationists, TV, Radio, Films, Computers etc. have outmoded most of the existing methods of teaching. The main object of all these modern aids of teaching in the world is to make education easy and interesting. This method is prevalent not only in the developed but also in many developing countries. If everything goes according to the plan, it is hoped that by 1981 all the primary institutions of the country would start benifiting from these modern methods of teaching.

68. HUSSAIN, Sheikh Anwar. Reshaping the Style of Teaching --- The Varsities (Karachi) 2(3): 26-28. May-June, 1977.

It is regretable that majority of students form a distorted image of their teachers and the subjects they teach. This is because of the manner in which the subject is presented to

the students, especially to those at primary level. As things are at present, excitement and enthusiasm about the subject seems to be a far cry.

To change this image, we shall have to change our style of teaching. The changes are necessary even if we have to reduce the quantity of teaching material in a particular subject.

What changes should be introduced in the style of teaching and how they should be introduced are discussed under the headings: 1) isolated; 2) noun sense; 3) verb sense; 4) major changes; 5) integral part; 6) misconception; 7) special advantage; and 8) a challenge.

69. LOBO, Antheny T. Formal and Non-Formal Education --- In: Foundations of Education, 6-10, Karachi, Sind Textbook Board, 1976.

The meaning of formal education is explained, and it is shown how it differs from informal education. The family is the first informal agency of education, and it is home where man first receives education. The community is another informal agency of education. Religion is also an instrument of informal education along with formal education. It gives informal education, often unconsciously, about important realities, truths, and values of life.

Mass media are the most potent agency of informal education today. They influence not only children, but also adults. It is concluded that education is not the monoply of either formal or informal agencies. It is pointed out that a teacher can guide children in the matter of both formal and informal education and save them from the harm of the education agencies of both types.

70. LOBO, Anthoney T. Maintenance and Use of Cumulative Records --- In: Foundations of Education, 116-117. Karachi, Sind Textbook Board. 1977.

The need for cumulative record is obvious. A child is a constantly improving being. The result of any one single test is no criterion for judging his ability. Again, the progress or lack of it in any one aspect of his personality does not necessarily hold good in respect of other aspects of his personality. Hence the need for cumulative record for the purposes of proper education. This record should be kept upto date as the child progresses from one class to another.

Both curricular and extra-curricular performances are recorded in their proper places in each child's file. The matter should be so arranged in the record as to be

readily available to the teacher for reference. A standardized from of record is, therefore, necessary. If properly maintained the cumulative record will be of great help in dealing with each child.

TECHNICAL EDUCATION

71. BUTT, Waheed Mustafa. Technology Transfer in the Third World --- The Varsities (Karachi) 2(3): 3-12, May-June, 1977.

One of the major requirements basic to the industrial development of the entire Third World, including energy and raw material producing countries, is the availability of appropriate technology and the instrument for its transfer. The process of technology transfer therefore needs a closer examination and realistic approach. For providing suitable environment and infrastructure for the transfer of technology, one of the essential requirements is the manpower resources of the highest quality and skill. It is imperative that along with the attainment of the new economic order, requisite changes should also be brought about in the educational system of the Third World countries.

The subject is discussed in some detail under the headings: 1) modes of technology transfer; 2) technology acquisition and development policies in Japan and China; 3) education as an instrument in technology transfer; and 4) infrastructure for technology transfer.

72. RIZVI, Nasir. Nai Ta'aleemi Policy Aur Fanni Ta'aleem (New Educational Policy and Technical Education) --- Imroz (Lahore) May 27, 1977 (U)

The present Government has given much attention to the promotion of education in the country and has introduced many educational reforms with a view to providing adequate opportunities of learning to the students. It has also taken suitable steps to provide technical education to our youths so as to furnish them job opportunities at the end of their educational career. The new syllabus has been so prepared as to cater to the needs of the students' day-to-day life.

With a view to encouraging technical education, facilities of agro-technical training have been provided in one thousand

middle schools and two hundred high schools. At the moment, sixty percent admission to schools and colleges are given for arts subjects, while in degree colleges the ratio is 41 per cent. Another important step that has been taken to make technical education popular is the raising of the status of polytechnic institutions to that of degree colleges.

TEXTBOOKS

73. BASHIR, Shahid. Biology Textbook --- Pakistan Times (Rawalpindi) June 10, 1977.

The present intermediate syllabus for biology in the Lahore and Sargodha Boards includes a book "Biology - An Inquiry into Life," written by a group of American authors. This book suffers from a number of defects: 1) The language used is objectionably unscientific. It has a literary style that is more suitable for general readers rather than for students of biology. 2) The book was originally published in the United States of America and then reproduced under licence in Pakistan. It has black and white photographs as against original color plates. 3) The book is full of references to animals, plants and other things which do not exist in Pakistan. It is, therefore, suggested that the book should be replaced by a standard textbook suitable for the students in Pakistan.

74. HUSSAIN, Sarwar. School Textbooks --- Dawn (Karachi) May 20, 1977.

In the absence of high standard of teaching and the virtual absence of audio-visual aids, textbooks have come to play a vital role in the class-room. These books, if well-written and well-produced, serve to stimulate curiosity and to create interest in the young minds. But unfortunately many of the books produced by the Sind Textbook Board do not satisfy these considerations. They often do little to promote a child's creativity and interest in learning. What is, therefore, needed is a thorough reform of the entire system under which these textbooks are produced. To write and publish a book for children is a highly specialized and challenging job. The Education Department, draw up the syllabus in good time and pass it on to the Textbook Board for planning the books. Moreover, the curricula all over the country should be standardized, so that a good

textbook once produced should be used by all Textbook Boards. This would prevent duplication of work as well as cost.

WOMEN'S EDUCATION

75. HASHMI, S.A.M. Female Education in Pakistan --- Khyber Mail (Peshawar) April 9, 1977.

Though literacy percentage in Pakistan is very discouraging, female education has unquestionably taken roots among the people. Girls' schools and colleges are being established all over the country. Some useful steps have been taken to improve the syllabi and curricula for these institutions.

It is a fact that if females are given higher education, they are mostly bound to neglect their domestic duties. If female education is to bring happiness to Pakistani houses, it should first be determined what the curriculum for female education should be in Pakistan. The education imparted to Pakistani girls should suit their conditions in life and develop the best of their feminine and tender values that make them good Muslim mothers. They should be imparted such education as would sharpen their intellect, broaden their outlook, and make them good and reliable companions. Mere secular education may be congenial to men, but it is not all desirable for women.

The future of Muslim society depends upon the proper education of women.

GENERAL

76. ADIB, Mazhar Ali. Ta'aleem Masa'il (Educational Problems)--- Mashriq (Lahore) May 21, 1977 (U).

The basic problem of education starts with primary education. From the very beginning a child is loaded with a number of textbooks. The result is obvious. He cannot digest them at a time and thus fails in the examination.

The teachers on their part, are ignorant of child psychology. They do not understand the nature and behavior of a child.

Another problem that the students face both in primary and secondary schools is the lack of proper accommodation. It was thought that with the nationalization of private schools all such grievances would be removed. But this was not to be." The standard of teaching has deteriorated, and the system of examination has suffered a great deal.

The use of unfair means in examination halls is rampant. Even some invigilators have been detected to be in league with the examinees. Questions generally leak out long before the examinations. Forged certificates are sold in open market.

77. AHMAD, Saeed. Pakistan's Educational Problems --- Dawn (Karachi) May 1, 1977.

Education in Pakistan has long been in a quandary despite persistent efforts of the Government to make it truly worthwhile, productive and fruitful. The causes of this state of affairs are many. They are historical, economic, geographical and even religious. Other more significant causes could be the impact of Western technological advancement on the country, existence of multi-lingual society, baffling political instability, and absence of planning. Our inability to evolve a correct policy has contributed to the repeated eruption of educational unrest in Pakistan. But mere educational unrest is not peculiar to Pakistan alone. It is a world-wide phenomenon. What is more dangerous is the existence of general frustration in the educated youth both before and after the attainment of education.

78. IBRAHIM, Syed Adil. Hamara Meyar-e-Ta'aleem (The Standard of Our Education) --- Jang (Rawalpindi) April 13, 1977 (U).

Generally speaking, our teachers are held responsible for the deterioration in the standard of teaching in primary schools, colleges and universities. It is said that they do not take interest in their profession; that they devote more time and attention to private tuition, and that their sole aim in life is money. But a few moments of thoughtful study will show that the facts are otherwise.

The reasons for the deterioration in the teaching standards are: 1) Our failure in sticking to the educational policy both in letter and spirit and 2) our failure in preventing the educational institutions from becoming the arena of politics.

Every political party has its branch in every institution. This has naturally come as a blow to the prestige of our teachers. Added to this is the growing tendency on the part of the students of adopting unfair means in the examination halls. As the present system of examination has become outdated, it needs a radical change; and the sooner it comes, the better for all.

79. KHAN, Karamat Ali, Public Relations in Educational Institutions --- The Varsities (Karachi) 2(2): 39-42, March-April, 1977.

The term "public relation" is defined and explained, as it is used in various contexts. It is an art of influencing the public at large. Public dealing presupposes person-to-person and man-to-man relations.

Those who are busy in education field have to perform public relation duties in many ways. First, they have social and legal responsibility to meet and receive the parents of the students not only to satisfy them but also to take them into confidence for the sake of better student-teacher relationship. Similarly, the teachers have to deal with the students. The type and nature of teacher-student communication are discussed. In this relationship it should be clearly understood that there should be no gap betweenwhat you teach and what you practise.

80. LOBO, Antheny T. The Need and Significance of Education --- In: Foundations of Education, 2-5, Karachi, Sind Textbook Board, 1976.

The concept of education is explained, and it is shown what advantages an educated person has over an uneducated one. There is a discussionon the relative importance of the factor of heredity and environment in the matter of an individual'seducation. Not very long ago more importance was assigned to heredity than to environment.

The process of teaching involves several elements: There is the teacher who teaches, andthe method of teaching, the student who is taught, the process of learning, the contents to be taught, the aids used for teaching, and finally environment for learning. These various elements are briefly explained.

81. SANAULLAH, Bogus Degree Trade Flourishing --- Pakistan Times (Rawalpindi), June 5, 1977.

The sale of bogus educational degree by self-styled colleges, and unversities and run by organized gangs has become a flourishing trade. The number of such degrees and certificates dished out daily by such agencies is astourding. One is shocked to find even some eminent scholars and academicians involved in the racket.

The committee that was set up to look into the affairs of the "secrecy branch", made the following suggestions: 1) No one should be appointed to the "secrecy branch" without full security clearance. 2) No appointee should be admitted to this department unless the authorities are absolutely sure that the appointee is not related to any of the university's top officials. But after only two years 300 blank degree forms were stolen from the record room. Next year a degree forgers' gang was unearthed in Lahore. To check this evil, efforts must be made to codify result-sheats of all examinations conducted by the university so far. It is also said that one of the best ways of checking the menace of bogus degrees is to publish an annual certified list of degree holders.

82. ZAIDI, Akhter. Hamaray Ta'aleemi Mass'il (Our Educational Problems) --- Jang (Rawalpindi) April 7, 1977 (U).

Our educational problems are not many, But they are basic and are so serious that if no solution is found immediately, the situation might get out of control. The basic problems are: 1) the students have generally become inattentive and apathetic to their academic life. 2) They receive little moral, mental or educational inspiration from their teachers. 3) Their parents are too engrossed in their own problems to pay attention to their wards' worries.

The first problem can be solved by setting up a board of three or four educationists for every educational institution to test the mental capability of each student and recommend whether the student concerned should be allowed to continue his studies.

The second problem needs to be solved very carefully. Most of the teachers take up this profession under economic pressure and naturally bother least for the students. The Public Service Commission has failed to fulfil its duties in selecting the right type of teachers.

The third problem relates to the parents. It is their duty to take some interest in their wards' education.

EXAMINATION (Special Section)

83. ADIB, Mazhar Ali. Nizam-e-Imtehaan Mein Islah Kay Liye Chand Tajaweez (A Few Suggestions for Reforming the System of Examination) --- Mashriq (Lahore) June 9, 1977 (U).

Following are some suggestions for the reformation of the system of examination: 1) All examinations ffom class VIII onward should be held either by the Boards or by the universities. 2) The results of the home test of schools and colleges should be taken into account while compiling the results of the annual examinations. Each home test should be allotted at least 20 per cent marks. 3) Preliminary tests should be held before holding the final examinations. 4) The monthly test at the end of every month should be made compulsory in every school and college. 5) The examinations of primary classes should be made more interesting and comprehensive. While setting the papers for primary classes, child psychology must be kept in mind. The services of retired, experienced teachers should be obtained. 6) Co-education should be abolished for good. 7) The examination in Home Economics should be made less expensive. 8) The questions should be so set as to rule out all possibility on the part of the students for seeking help from the guide books. 9) Results should be announced within three months of holding the examination.

84. ADIB, Mazhar Ali. Tareeqa-e-Imtehaan (The System of Examination) --- Mashriq (Lahore) May 25, 1977 (U).

The outdated system of examination has affected the standard of education a great deal. Many suggestions have been put forward by educationists and other thinkers for the improvement of the system, but the authorities seem to be in no mood even to consider them. The semester system lately introduced at the university level may cure the ills of the old system, but that too is not functioning properly. The inadequate number of teachers and the ill-equipped libraries are the two main burden in the way of educational reforms.

The semester system should be introduced at the college level too. This will not only help improve the standard of education but also eradicate the evil practice of resorting to unfair means in the examinations. At the college level the

the adoption of unfair means has greatly affected the standard of education. When the really meritorious students find their classmates getting good position in this easy though unfair way they are tempted to do the same. It is, therefore, suggested that the semester system should be introduced in colleges throughout the country.

85. AKHTER, Sabeen. Semester System in Medical Colleges --- Dawn (Karachi) June 2, 1977.

Medical students of almost all medical colleges have long been clamouring for the introduction of the semester system in the colleges. But so far their cries seem to have fallen on deaf ears. Medical students throughout the country have suffered long under the prevailing system of examination. The remedy of all ills in medical colleges is the introduction of the semester system as early as possible. This system will stop arbitrary valuation by examiners. The university authorities should listen to the just demand of the students.

86. ASLAM, K.M. On the "Strategy" of Examinations --- Pakistan Times (Rawalpindi) June 19, 1977.

There are many factors responsible for the rapid decline in academic standards in our country. The foremost of these is over-centralization in the field of education planning. The current curricula were prepared hurriedly at the instance of bureaucrats. No studies were undertaken to see whether changes in curricula were at all necessary. They were made, firstly, to show that something spectacular was being done in this field and, secondly, to justify promotion of personnel and creation of new posts. The same burried approach was adopted for the preparation of textbooks. The misplaced emphasis on doing away with public examinations at every stage is a strategy devised by the planners to keep the result of their bad planning concealed from the public eye.

In the universities the recently introduced semester system has proved to be nothing more than a device to show good results without good education. Thus, while the quality of an average graduate has been falling, the pass percentage in the internally conducted examinations has risen to almost 100 in almost in every department of every university.

In order to clear the prevailing mess, the present over-centralization in educational planning should be stopped, and the subject of planning for education should be given over to to the provinces.

87. DANISHMAND, Public Exams --- Dawn (Karachi) June 12, 1977.

The proposal to discard the current public examination system for Matric required very serious thought. On the face of it, the handing over of grading to individual schools looks attractive: students will be more amenable to discipline, teachers could use frequent examinations as inducement to study and for finding out gaps in a student's knowledge for corrective action. In our own case, certain predictions can be made with considerable certainty: educational standards will decline; pressures on teachers to give high grades will be too strong for most to resist; and incidence of physical threats and assualts on teachers will rise sharply. Our present system of examination does have a well-defined role for the teacher in his capacity as the examiner. The system of pre-Board House exams, if properly administered, can become a major instrument of improving standards. The ills of our educational system cannot be cured by merely changing the examination system. We should have goal-oriented academic programs; sufficient books; enough classrooms, teachers and sports facilities. We should also strengthen ; the hands of the administrators of educational institutions and involve parents in school policy and administration in an effective way.

88. HASHMI, S.A.M. Large Failures --- Khyber Mail (Peshawar) April 3, 1977.

The first and foremost cause of the bad results of the Peshawar Board of Examination is the involvement of the educational institutions in politics. Instead of devoting their time to the studies, the students waste it in the vain pursuit of politics. So no student should be allowed to take part in practical politics.

The second cause is the political situation in the country, and the third cause is their firm belief in the unfair means and laziness. Sometimes, their unfair means work out as desired but sometimes they end up in failutes.

Therefore, our students should work hard instead of having recourse to unfair methods which more often than not bring them abuse and dishonor.

The fourth cause is the overcrowding of students in the educational institutions, which makes impossible for the teachers to pay the attention that the subject demands. The problem of overcrowding should, therefore, be solved at the first opportunity.

89. ISLAM, Nazrul. Kiya Imtehani Tareeq-i-Kar Mein Tabdeeli Mufeed Sabit Hogi? (Will Change in the System of Examination Prove Useful?) --- Mashriq (Lahore) June 24, 1977 (U).

The responsibility for the defects and the low standard of education in our country does not lie with the institutions that hold the examinations. The remedy lies in improving the service condition of our teachers in suitably amending the curricula for different subjects and in raising the standard of textbooks.

The critics of the present system vehemently advocate its replacement by the semester system. They overlook the fact that the semester system introduced at the university level has proved equally ineffective in raising the standard at university level. It is, however, feared that the semester system will soon be introduced at school and college levels. This will be most unfortunate for education in the country. These critics seem to be trying to shirk the responsibility for bad planning in the existing method of examinations.

90. KHAN, M.A. Azim. Imtehani Nizam Mein Islahaat Ki Zaroorat (The Need to Reform the System of Examination) --- Mashriq (Lahore) May 25, 1977 (U).

There is no denying the fact that the existing system of examinations does not fulfil the needs of modern scientific age. Mostly, students are examined for their memory. In order to combat against this mode of education, the semester system has been introduced at the higher levels. It is unfortunate, however, that no attention has beem paid so far to the outmoded system still prevailing at the lower stages, that is, at the secondary and higher secondary levels.

The urgent need now is the introduction of a set of comprehensive reforms in the educational field. Many reforms were, however, introduced in the past from time to time for the betterment of education but without result.

91. KHAN, M. Sher. Education Policy --- Khyber Mail (Peshawar) June 26, 1977.

Our educationists are ignorant of the basic factors that adversely affecting our educational standards, our educational policy, and our educational institutions. The basic problem is the 33 per cent pass marks system. Our education cannot become meaningful and purposeful when anybody scoring 30 per

cent in a particular paper can be given additional and diclared successful in the paper. It is high time that our educationists and academicians fully realized the futility of this system of doling out marks and rid our educational system of an unpurposeful and meaningless practice. The educationists should implement the 50 per cent pass marks system in the educational institutions in place of the present 33 per cent pass marks system.

92. LOBO, Antheny T. Functions of Evaluation in Education --- In: Foundations of Education, 108-110 Karachi, Sind Textbook Board, 1977.

Evaluation is a necessary step in the process of education in so far as it provides a ready test for the effectiveness of the entire system as well as its product. We must know the value of our efforts, to make sure that they are not wasted. The only way of evaluating out educational enterprise is to hold the tests regularly. In the light of this evaluation we can suitably alter or amend our goals or the means of attaining these goals.

It is briefly explained what questions are answered through evaluation and why it is important. It is pointed out that evaluation helps to dignose the abilities and capabilities of different students, and thus to recommend to them the careers most suitable for them.

93. LOBO, Antheny T. Methods of Evaluation --- In: Foundation of Education, 111-115, Karachi, Sind Textbook Board, 1977.

There are various techniques of evaluation. Each is geared to assess the knowledge or attitudes or skills of students as they continue to develop physically, intellectually, emotionally, socially, and morally. Observation is one of the techniques. Others are interviewing individual pupils, questioning, group discussion, assignments, and finally tests. These techniques are briefly explained along with the result that are likely to be achieved through each technique.

Generally, tests are of two kinds, that is, objective tests and essay-type test. These tests are different from personality tests. Classroom tests are achievement tests which measure the results of teaching and learning. The salient features of both types of tests are explained with their respective merits and demerits.

94. NAJMUDDIN, S.M. Examination Reforms --- Dawn (Karachi) June 5, 1977.

The problems of teaching and evaluation in higher education are inextricably bound to the medium of education and examination. As part of our general development program, we should sincerely adopt our national language as the medium of higher education, and employ regional languages for lower and secondary education and examinations. The medium of classroom communication and examination should generally be the same. The Commission on National Education recommended the adoption of national language as the medium of instruction and examination. The goal of adopting the national language does not necessarily involve elimination of English. In fact, English as a literary language would continue to play a vital role in higher education. It would be indispensable for higher education and research work. It should, therefore, be retained as an elective subject.

95. NASRULLAH, Nusrat. Should Matric Exam be Dropped? --- Morning News (Karachi) June 11,, 1977.

The Boards of Secondary Education are proposed to be abolished, and an internal assessment or evaluation system is envisaged. There will be periodic and annual internal tests in the schools with external examiners. The annual output of the student will also be taken into account. But we have neglected to take note of the moral and academic quality of the teaching staff, the attitude of students toward them, and the integrity of the Boards of examination. The blame for the present state of affairs should be euqlly shared by the teaching staff and the non-teaching members of the staff.

96. QUREESHI, Mohammad Arif. Imtehanaat Mein Naql Karney Ka Rujhaan (Trend of Copying in Examinations) --- Nawai Waqt (Rawalpindi) June 3, 1977 (U).

The use of unfair means in examination halls is on the increase. Majority of students do not take pains to study the textbooks. They just consult the guide books and other solved papers that flood the market and come to the examination halls. They are scared of their textbooks, but they are bold enough to openly copy the answers from the books without caring for the invegilators. If invegilators forbid them to do so, they are threatened.

In view of this, our educationists should change the whole system of examination so that no scope is left for the use of

unfair means. In fact, the present system of examination has become outdated. It needs immediate overhauling. Unless this is done, the standard of education will continue to deteriorate, and the end product we would be getting would be of no earthly use.

97. RIZVI, Nasir. Imtehani Nizam Mein Islah Ki Zaroorat (The Need to Reform the System of Examination) --- Imroz (Lahore) June 10, 1977 (U).

The mass failure of students in examinations has not only affected the over-all development of education, but also brought disappointment and frustration to the students and their parents. The new practice of 'internal assessment in the examination introduced at the levels of Matric and Intermediate, is expected to eradicate some evils of the present system. This system of examination is based on three valued departments: 1) educational capability 80 per cent, 2) extra-curricular activities 10 per cent and 3) character and conduct 10 per cent. This new system of examination is intended to integrate the over-all results of the students with their results in the annual examination.

Although no encouraging results have yet been achieved, the incidence of resort to unfair means in the examinations has come down to an appreciable extent, and the students have started paying attention to their textbooks. The semester system introduced in 1975 has done some good, but the problems of the teachers and the students are by no means over. The basic problems are shortage of teaching staff, inadequate number of reference books in the libraries and the dearth of space in the classrooms. These problems have time and again been brought to the knowledge of the authorities but with no results.

98. SIDDIQI, Abrar. Examination Reforms --- Dawn (Karachi) June 1, 1977.

The basic fact remains that it is the quality of teaching that should be greater cause of concern than the mode of examinations. A teacher who inspires his students and stimulates their thoughts can do what no examination system can ever achieve. Moreover, the number of teachers to be trained will have to increase . The teacher-pupil ratio will have to be made more respectable if a system of continuous evaluation is to be effectively implemented. As for the reforms in the examination system, caution should be the keynote at the moment.

99. SIDDIQI, Shahid Afaaq. Semester System Ki Afadiyat Khatm (Semester System Losing Utility) --- Akhbar-i-Jahan (Karachi) May 12-18, 1977 (U).

With the introduction of the semester system in the universities of the country, it was hoped that the standard of education would rise, and the students would do well in examinations. This did happen but only for a short time. The reason was that the [illegible] number of teachers remained the same, and libraries did not expand. The students who were very enthusiastic in the beginning started losing interest in the new venture. And so did the teachers.

The number of students rose every year but the number of teachers remained static. The result was obvious. The standard of teaching started declining. The paucity of books in the libraries, added to the problems of the students. It seems the utility of the semester system is on the decline.

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